Key Vocabulary and Definitions (Images on reverse page):

|  |  |
| --- | --- |
| Animal | A living thing that can move around by themselves to find food. |
| Amphibian | |  | | --- | | Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin. | |
| Bird | |  | | --- | | All birds have a beak, two legs, feathers and wings. | |
| Carnivore | |  | | --- | | Animals that mostly eat other animals (meat) are carnivores. | |
| Fish | |  | | --- | | Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills. | |
| Herbivore | |  | | --- | | Animals that only eat plants are herbivores. | |
| Mammal | |  | | --- | | Mammals are animals that breathe air, grow hair or fur and feed on their mother’s milk as a baby. | |
| Omnivore | |  | | --- | | Animals that eat both plants and other animals are omnivores. | |
| Reptile | |  | | --- | | All reptiles breathe air. They have scales on their skin. | |

What should I already know?

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Scientific Skills:

* Make simple comparisons and groupings
* Communicate observations orally, in drawing, labelling, simple writing and using ICT
* Begin to compare some living things
* Identify key features
* Ask questions

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Teaching Sequence

1. Identify and name some common animals.
2. Describe and compare the structure of a variety of common animals.
3. Identify, name and sort animals that are herbivores, carnivores and omnivores.
4. Sort animals according to a criteria.

Key Knowledge



 